

EXHIBIT 51

**Exploring Race-Neutral Alternatives in Undergraduate Admissions,
January 19, 2016 PowerPoint presentation to Committee (Top 10
Percent Plan)
(UNC0323680-90)**

Exploring Race-Neutral Alternatives in Undergraduate Admissions

*Faculty Advisory Committee on Undergraduate Admissions
January 19, 2016*



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Charge

- Identify reasonable alternatives to race-conscious practices in admissions
- Evaluate each alternative on whether it will yield an entering class with equal or greater:
 - Diversity
 - Academic quality
- Present findings to the Advisory Committee on Undergraduate Admissions



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Foundations

- University Mission
- Board of Trustee Policy
- The Academic Plan
- Chancellor's Minority Affairs Review Committee
- Faculty Advisory Committee on Undergraduate Admissions
- Faculty Council



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Approaches

1. Literature Review
2. Work of Peer Institutions
3. UNC Based Research

In-State

- Top 10% Plan
- Top 4.5% Plan
- Top X % + Socioeconomic Diversity
- Strength of Curriculum
- Standardized Testing

Out-of-State

- Top 10% Plan
- Top 5% + Testing
- Grades + Testing

All

- Application Quest



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Findings: In-State Public

Top 10% Plan

Automatic admission to all public school students ranked in the top 10% of their graduating class

Result:

- Double the size of the admitted class
- Racial/ethnic diversity remains constant
- Greater socio-economic diversity
- Reduced rigor in high school course work
- SAT average ↓130 points

Top 4.5% Plan

Automatic admission to all public school students ranked in the top 4.5% of their graduating class

Result:

- Admitted class remains the same in size
- Racial/ethnic diversity ↓ 2 percentage points
- Reduced rigor in high school course work
- SAT average ↓75 points



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Findings: In-State

Testing

≥ 1280 on SAT

Results:

- SAT average ↑ 60 points
- Reduced rigor in high school course work
- Racial/ethnic/socioeconomic diversity would decline significantly

Strength of Curriculum + Testing

5 AP courses & > 1150 on SAT

Results:

- Admitted class increases slightly
- SAT ↓ 4 points
- Diversity of class declined significantly
- Only 81/100 counties represented



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Findings: Out-of-state

Top 10% Plan

Automatic admission for all out-of-state applicants ranked in the top 10% of their high school graduating class

Results

- Admitted OOS class ↑ 2000 students
- Academic rigor remains constant
- Racial/ethnic diversity ↓ 13 percentage points
- SAT averages ↓ 100 points

Top 5% + Testing

Automatic admission for all out-of-state applicants ranked in the top 5% of their high school class and ≥ 1230 on SAT

Results

- Admitted OOS class size remains constant
- Academic rigor remains constant
- Racial/ethnic diversity ↓ 21%



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Findings: Out-of-state

High School Grades + Testing

Automatic admission to all students with grades of all A's and ≥ 1220 on SAT

Results

- Academic rigor remains constant
- SAT averages \downarrow 20 points
- Racial/ethnic diversity \downarrow 20 percentage points
- International students \uparrow 6 percentage points



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Additional Findings

NC Students Attending Private High Schools

Results

- Academic rigor in high school declines
- Racial/ethnic diversity remains constant
- SAT average ↓ 200 points

Application Quest

Software program designed to maintain/increase diversity and academic qualifications of the admitted class

Results

- Holistic review is compromised
- Different review processes for different populations



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Conclusion

No identifiable race-neutral approach was found that would result in an admitted class that is academically as qualified while also maintaining or enhancing racial/ethnic diversity.

Therefore, the working group recommends that the Office of Undergraduate Admissions continue to use race/ethnicity as one of many factors when selecting the admitted class of first-year students.



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